

TABLE 11.2. Change in Simulation Boundaries

Obstacles
<ul style="list-style-type: none"> • <i>World politics realities and theories mismatch</i>: complexity, uncertainty, and transitions in the real world challenge the simplicity of traditional concepts, models, and theories.
<ul style="list-style-type: none"> • <i>A conflict of pace</i>: slow and passive traditional teaching lags behind the rapid changes in the realities of political life in the global village.
<ul style="list-style-type: none"> • <i>A restless student generation with a low attention span</i>: study plans should include excitement and the opportunity for skill development through practice.
<ul style="list-style-type: none"> • <i>Scarcity of free time</i>: students must be highly motivated to allocate extracurricular time for academic activities.
<ul style="list-style-type: none"> • <i>The multicultural reality of world politics</i>: extension of spatial boundaries requires cooperation among colleagues and peer students, beyond a single course, campus, state, or region.
Recommendations
<ul style="list-style-type: none"> • <i>Take the academic setting into account</i>: course length, topics, student attributes, and cooperation with colleagues should shape the simulation schedule, number of rounds, and their duration.
<ul style="list-style-type: none"> • <i>Choose simulation topics carefully</i>: create a scheme to fit the orientation of your course, highlighting its empirical contents, theory, area study, or methodology.
<ul style="list-style-type: none"> • <i>Simulation schedule</i>: plan, publicize, and explain the timetable for the simulation project and all study assignments.
<ul style="list-style-type: none"> • <i>Extend the temporal boundaries</i>: (1) use asynchronous interactions to increase time for calculated reactions; (2) incorporate consecutive rounds for practice; (3) add cyber sessions to prolong activities beyond class time; (4) allocate sufficient time for preparation, breaking news sessions, intrateam reassessment, feedback, and debriefing; (5) build on daily habits of digital natives to increase and intensify learning.
<ul style="list-style-type: none"> • <i>Extend the spatial boundaries</i>: (1) bring together students from different courses and academic levels; (2) cooperate beyond state boundaries and across the globe; (3) incorporate both political and media teams; (4) assign decision-maker roles as well as those of opposition members and public opinion representatives; (5) couple the world politics rounds among teams with preparatory policy formation processes within teams.
<ul style="list-style-type: none"> • <i>Rules</i>: define, clarify, and enforce rules to maintain order in the simulation.
<ul style="list-style-type: none"> • <i>Be flexible and responsive</i>: solve problems as they arise to minimize frustration and detachment from the simulation project.
<ul style="list-style-type: none"> • <i>Adjust and recycle materials to offset costs</i>: application of similar schemes, like rules, instructions, websites, and scenarios for policy formation and world politics, make the first project easier to implement and facilitate subsequent runs.
<ul style="list-style-type: none"> • <i>Remember the nuances</i>: not all students are alike, and the appeal of simulations varies, so follow participants closely and adjust your attention to their individual needs.